

## MENTORING FOR BOYS

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## SESSION OUTLINE

- Introduction – definitions
- Why mentoring?
- Case Studies – what have we learnt from BELS?
- Framework for developing strategies that work



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Relationships,  
Relationships,  
Relationships...

"Boys learn teachers  
----- not subjects"

"Is what I am doing or  
saying right now..  
alienating this boy or  
supporting this boy ?"



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Mentoring is a mutually beneficial relationship which involves a more experienced person helping a less experienced person to identify and achieve their goals.



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## FORMAL AND INFORMAL MENTORING

- Formal mentoring involves the establishment of *organised, systematic and planned* relationships between mentors and mentees
- Formal mentoring delivers a behavioural or academic outcome
- Effective formal mentoring is measurable
- Though the mentoring relationship is important, focus must be on student learning
- Informal mentoring is *ad hoc* and occurs all the time



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## DIFFERENT APPROACHES

- Classic mentoring
- Team mentoring
- Peer mentoring



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## CLASSIC MENTORING

- A one-to-one relationship between an older and a younger person where the more experienced mentor provides support, advice and challenge.

### □ Emphasises:

- empathy
- recognition
- learning
- role modelling



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## TEAM MENTORING

- A group of young people looks to an empathetic individual or small number of individuals for support, advice and challenge.

- Acknowledges the importance of peer groups and youth cultures



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## PEER MENTORING

- A peer group takes on a mentoring role
  - focuses on reciprocity and mutual support



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## WHAT THE RESEARCH SAYS

- Improved attendance
- Better school attitudes and behaviour
- Less drug and alcohol use
- Less likelihood of committing offences
- Improved parental relationships and support from peers



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## WHAT CAN WE LEARN FROM BELS?

Resources  
BELS School Reports  
Available at: [www.radii.org/search/swish](http://www.radii.org/search/swish)



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## BELS MENTORING PROJECTS

- |                  |              |
|------------------|--------------|
| ● Mirani         | ● Inverell   |
| ● Sunshine Beach | ● Airds      |
| ● Bribie Island  | ● Eden       |
| ● Thornlands     | ● Goldfields |
| ● Kempsey        | ● Eden       |



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## ACTIVITY-BASED LEARNING

- Focussed on literacy, behaviour, social outcomes
- Workshop programs used to link literacy to real-world
- School/industry/community collaboration
  - ❑ Giving boys a 'taste of real life'
- Developing resilience & collaboration in demanding situations



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## MINARET COLLEGE HORTICULTURAL PROJECT

- "At-risk" Year 9 boys – Muslim, refugees
- 3 different learning experiences
  - ❑ visited NQSF website
  - ❑ trained in safe work practices in agriculture
  - ❑ implemented horticulture project



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## STRATEGY

- Developed a vegetable and flower garden
- Project integrated: ICT, science, maths, English
- Literacy focus
  - ❑ Instructional Writing:
    - "How to make an organic vegetable garden"
  - ❑ Informative Writing:
    - "The lifecycle of a Plant"
  - ❑ Creative Writing:
    - "My life as a Beetle"



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## OUTCOMES

- Completion of set tasks
- Submission of work on time
- Improved participation
- Improved self-esteem and confidence

Writing Task	Average Mark
Instructional Writing: "How to make an organic vegetable garden"	63%
Informative Writing: "The lifecycle of a Plant"	51%
Creative Writing: "My life as a Beetle"	46%



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## MIRANI CLUSTER

### KICKSTART TO LITERACY

#### VIDEO



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## THORNLANDS

### LITERACY TOOLKIT OF STRATEGIES FOR TEACHERS

- Chunking
- Goal setting & clear objectives
- Explicit teaching
- Active orally-based teaching
- End-of-lesson reviews
- Real-world activities
- Formal writing program



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## MENTORING

- Older boys reading to younger boys (Year 7 & Year 1, Year 8 & Year 5)
- Older boys listening to younger boys reading
- Grand dads
  - working with Year 10 boys
  - recounting own life as a boy to Year 3 boys
- Young adults working with Year 8 boys



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## BEHAVIOURAL OUTCOMES

- More structured programs had behavioural benefits for boys
- Literacy & mentoring projects resulted in better behavioural outcomes
- Fewer
  - incidence reports
  - suspensions
  - time-outs, etc
  - days non-attendance
- Retention of boys 'at-risk'



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## EDEN HIERACHICAL MENTORING

- Project involved hands-on pushbike repairs
- Grade 5/6 boys tutored by secondary boys (trained by retired community men)
- Older men supported the tutoring process



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## BEHAVIOURAL OUTCOMES

- Resilience - stayed on task when jobs became challenging (*teacher reflective journals*)
- Respectful and positive relationships with older men (*interviews*)
- Transfer of task commitment to classroom (*student work samples*)
- Turnaround in classroom behaviour – no disciplinary actions (*discipline records*)



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## CONCLUSION

- Boys developed a more positive attitude to school and to their community
- Project extended to all primary schools in 2005
- Secondary school mentees selected from Year 10 boys
- Laptops used for learning journal entries



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## GOLDFIELDS COMMUNITY BUILDING PROGRAM

- 'At risk' boys and boys with low literacy levels
- Program structure: 10x48 minute periods per week (5xLiteracy program, 5xPractical building content)
- Access to 'building mentor'
- 4 teachers



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### STRATEGY (PILOT PROGRAM)

- Refurbished old fan room (now Literacy Centre) and extended the Careers Office
- Constructed large storage shed, garden and hothouse, canteen storage, honour board extension and building program work shed
- Involved measuring, estimating, pricing, ordering, quoting, building methods, problem solving, team-work, OH&S and marketing



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### OUTCOMES

- Established *Daylesford Secondary College Building Contractors*
- Pursued community and school based building projects
- Constructed 'made to order' furniture (alpaca sheds, cubby houses, trestle tables and workbenches)
- Marketed the business widely, developed a slogan and flyer, submitted quotes and secured jobs from the community



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### AIRDS BOYS' OWN PROGRAMME

- Years 5-6 and 7-9 were mentees
- Years 10-11 were mentors
- Boys pursued a hobby or interest
- Mentees attended mentor-led workshops on setting goals, sexuality, homophobia, sexuality, anger management



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### OUTCOMES

- Increase in Year 10 retention at school
- Reduction in discipline referrals
- Improved performance overall by mentors
- Increased participation by Pacific Islander students



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### What makes mentoring programs effective?

- The use of practices based on clear principles and evidence of success elsewhere
- The formation of strong relationships between mentors and mentees



### PREDICTORS OF POSITIVE OUTCOMES

- Ongoing training for mentors
- Structured activities for mentors and mentees
- Expectations for frequency of contact
- Mechanisms for support and involvement of parents



### TRAINING FOR MENTORS

- Skilled and experienced staff trainers
- Emphasis on the need for cultural and social sensitivity, and acceptance of individual differences
- Guidelines on how to get the most out of the mentoring relationship
- Training in crisis management and problem-solving



### PITFALLS

- Social distance and mismatch between the values of mentor and mentee
- Inexpert or untrained mentors
- Mismatch between the aims of the mentoring scheme and the needs of the person being mentored
- Conflict of roles (unclear if the mentor is to act on behalf of the person being mentored or those in "authority")





## EFFECTIVE MENTORING RELATIONSHIPS

- Trust
- Confidentiality
- Reciprocity
- Mutual respect
- Support and challenge



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## INEFFECTIVE MENTORING RELATIONSHIPS

- Authoritarian approaches
- Lack of respect
- Taking control away from the mentee



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## THE MENTORING RELATIONSHIP

**RELATIONSHIPS** are crucial to mentoring. The strongest relationships are formed when the mentor takes a 'developmental' rather than a 'prescriptive' approach, allowing the mentee to take the lead and share in making activity decisions



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## QUALITIES OF SUCCESSFUL MENTORS

- Commitment to being personally involved with another person for an extended period of time
- Respect for individuals, their abilities and their responsibility for making their own choices
- Ability to listen and accept different points of view
- Ability to empathise with another person's struggles
- Ability to see solutions and opportunities, as well as barriers
- Flexibility and openness
- The ability to offer insights about keeping on task and setting priorities



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## RECRUITMENT PLAN FOR MENTORS AND MENTEES

- ① Strategies for outlining realistic expectations and benefits for those involved in the program
- ① Ongoing marketing and public relations
- ① Recruiting mentees on the basis of their needs



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## ELIGIBILITY SCREENING FOR MENTORS AND MENTEES

- ① A formal application process for mentees
- ① An initial assessment of the mentee's needs and suitability
- ① Eligibility criteria for mentors and mentees linked to the needs of the target group
- ① Interviews with prospective mentors
- ① Appropriate screening for mentors — character references, checks of police records
- ① Assessment of each mentor's willingness to participate in training and orientation



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## ORIENTATION PROGRAM FOR MENTORS AND/OR MENTEES

- ① Program overview
- ① Roles and responsibilities
- ① Commitment expected — the amount of time and degree of flexibility required
- ① Information about confidentiality and liability
- ① Do's and don'ts of relationship management
- ① Boundaries and limitations to the mentor's contact with the mentee
- ① Benefits and recognition available to mentors
- ① Summary of program policies, procedures and guidelines



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## MATCHING MENTOR AND MENTEE

- ① Mentors and mentees complete personality inventories, or questionnaires that gauge interests
- ① Groups of mentors and mentees meet, then list first, second and third choices for a match
- ① For school-based programmes, learn about the student's needs and interests by talking to staff who know the student



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## A FRAMEWORK FOR DEVELOPING A MENTORING PROGRAM

1. Determine which boys & which outcomes to focus on
2. Audit your school environment
3. Develop the outline of a program
4. Effective program planning
5. Monitoring of the implementation process
6. Evaluation of the impact



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## WHICH BOYS & WHICH OUTCOMES?

- Which boys could benefit from mentoring?
- Which outcomes need to be a focus for these boys?

• Age	• How many disengaged boys?
• Maturity	• What are their interests?
• Attendance	• What motivates them?
• Behaviour	• What type of learner are they?
• Literacy skills	• What do they do well?
• Interpersonal skills	• Why works for them?



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## WHICH BOYS — 2 GROUPS

- Disengaged learners
  - ☐ Can be quite capable
  - ☐ May do 'just enough to get through'
  - ☐ Have a functional focus
- Struggling learners
  - ☐ Require highly structured learning
  - ☐ Benefit from high levels of critical feedback
  - ☐ May have limited capacity to concentrate



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## AUDIT YOUR SCHOOL ENVIRONMENT

- Identify current school strategies that:
  - ☐ support learning for these boys?
  - ☐ do not support learning for these boys?

- What elements of informal mentoring are in use in the school?
- Does the school have a formal mentoring program?
- Are there current strategies or programs in place that the school could integrate into a mentoring program?



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### SKETCH-OUT THE BASIS OF A PROGRAM

- Identify mentoring strategies that could be considered at your school.

- How would the strategy/program be linked to the curriculum and outcomes?
- Who would be the mentors?
- How could you use ICT in the mentoring program?
- What activity-based tasks could form the basis for the program?



### EFFECTIVE PROGRAM PLANNING

- Well-defined statement of operating principles
- Training for mentors
- Written role statements for all mentors
- Adequate ongoing resources and support
- A clear and agreed plan for each mentee
- Regular, consistent contact between mentor and mentee



### (cont'd)

- Criteria for participation in the program
- Program evaluation and ongoing assessment
- Risk management and confidentiality policies
- Clear statement of how the program relates to each boy's overall learning program



### THE MENTORING QUESTION

- In your school setting how can you value the informal mentoring that occurs (eg. between sport coaches and team members, music teachers and band members)?

